

# **PENERAPAN PEMBELAJARAN BERBASIS MASALAH DENGAN PENDEKATAN MULTIREPRESENTASI TERHADAP PENINGKATAN PRESTASI BELAJAR DAN KONSISTENSI ILMIAH PADA MATERI ELASTISITAS**

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## **ABSTRAK**

Telah dilakukan penelitian penerapan model pembelajaran berbasis masalah melalui pendekatan multirepresentasi untuk melihat peningkatan prestasi belajar dan konsistensi ilmiah. Penelitian dilaksanakan di salah satu SMA Negeri di Kabupaten Bandung Barat. Pendekatan multirepresentasi (verbal, gambar dan matematis) yang diyakini dapat memudahkan siswa mempelajari konsep dalam berbagai representasi. Metode yang digunakan dalam penelitian ini adalah *pre-experiment* dengan desain *one group pretest and posttest design*. Sampel penelitian adalah satu kelas X. Instrumen untuk mengukur prestasi belajar dengan menggunakan *multiple choice test* sebanyak 26 soal sedangkan konsistensi ilmiah diukur dengan menggunakan *three tier test* berbasis multirepresentatif sebanyak 21 soal terdiri dari 7 konsep. Terdapat peningkatan antara hasil *pretest* dan *posttest* dengan hasil yang diperoleh, yaitu gain yang dinormalisasi untuk prestasi belajar 0,44 kategori sedang sedangkan gain dinormalisasi konsistensi ilmiah 0,58 kategori sedang.

**kata kunci :** *model PBM dengan pendekatan multirepresentasi, prestasi belajar, konsistensi ilmiah berbasis multirepresentasi*

**TREAT OF PROBLEM BASED LEARNING MODEL WITH  
MULTIREPRESENTATION APPROACH FOR SEEING THE INCREASE  
OF LEARNING ACHIEVEMENT AND SCIENTIFIC CONSISTENCY IN  
ELASTIC SUBJECT**

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**ABSTRACT**

*Experimental studies have conducted problem based learning model with multirepresentation approach for seeing the increase of learning achievement and scientific consistency. Research was implemented at one of senior high school in West Bandung. Multirepresentation approach (verbal, graph and math) that believed able to make easier the students for learning concept in various representation. Pre-experiment method is used with one group pretest and posttest design. Research sample was one of tenth grade classes. The instrument to measure the learning achievement is in the form of multiple choice question which consist of twenty six questions, while scientific consistency was measured by multirepresentative three tier test based with 21 questions which consist of seven concepts. These is an improvement between pretest and posstest result, it is categorized as medium with gain normalization of learning achievement 0,44 while gain normalization of scientific consistency 0,58.*

**Keywords:** *PBL with multirepresentation approach, Learning Achievement scientific consistency*